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militarism, and culture for which the nations profess to be fighting? Little of this may we expect from nations first emerging from the heat of battle.

Here is the opportunity of the United States. Circumstances may call the United States to act as mediator, to preside at the peace negotiations. Should that come to pass, we should have a rare chance to serve civilization by reconciling the adversaries and urging moderation in their demands and by representing the cause of justice and human welfare. Only if these enter into the settlement can it be lasting.

This privilege can be ours only if we are fit. To be fit we must as nearly as possible be non-partisan and unprejudiced. Accordingly we should continue to study the causes of war and the required remedies with fair and open minds, so that in the day of settlement we may participate with both impartiality and knowledge.

We have never had such a prospect of doing humanity a service. We should not waste it by becoming partisan along with the rest of the world.

Military Training in the Schools.

One of the most immediate effects of the great war in Europe has been to stimulate among the American militarists the determination to secure military training among all the school boys of our country, with a view ultimately to develop a great army after the European pattern.

At a meeting of the Department of Superintendence of the National Education Association, held at Cincinnati, February 24, 1915, the War Department proposed the appointment of a committee of conference, in order to secure the introduction in the public schools of military drill as a direct preparation for the event of war. The educators, however, immediately scented danger. The superintendent of public instruction in the State of Pennsylvania, Dr. Nathan C. Schaeffer, made a significant speech of protest, and succeeded in counteracting the proposals of the War Department. Practically the entire audience of superintendents rose and vigorously applauded, giving Dr. Schaeffer a genuine ovation.

The military men, though much disturbed by the attitude of these leading educators, are not discouraged, and are following up their proposals by the usual appeals to patriotism to rally their forces. It is a situation fraught with grave danger to the nation. The friends of peace ought at once, all of them, to bestir themselves, for unless strenuous efforts are made to prevent militarism from invading our schools, it is certain not to be long before we shall see it an accomplished fact.

Some of Dr. Schaeffer's remarks deserve careful consideration:

"It is a widespread notion that military drill benefits a boy's physique and that it is an essential part of

physical education. If this be so, why are the girls excluded from military drill? The war brides need as much bodily health and vigor as the soldiers who marry them, if future generations are not to show signs of decadence. Military drill for girls would be the logical conclusion if military drill were essential to the development of a healthy body and a sound mind. Investigations have shown the contrary to be true, and in these days nothing in educational practice is considered conclusive unless based upon scientific experiments."

Dr. Schaeffer then quoted various authorities to show the defectiveness of military drill as a means of physical culture. From the consideration of physical grounds he proceeded to the moral aspect of the question:

"Military drill seeks to develop unquestioning obedience, . . . but it does not develop obedience to conscience, to a sense of right, and to the divine imperative of duty." . . . "Having been taught by militarism that it is permissible to suspend the Decalogue for his country's sake, he (the pupil) is in danger afterwards of repealing the Ten Commandments for his own sake whenever any advantage can thereby be gained in the political or financial world."

Continuing, Dr. Schaeffer asked the question, Will preparedness for war prevent war? "The present European struggle is the answer to that question. . . . There might have been no war if there had been no military class anxious to try the inventions and preparations which had been made during four decades." In conclusion, he pleaded for the teaching of history from the peace point of view, and, after referring to the Civil War, exclaimed: "If we would avoid plunging the land of the Stars and Stripes into another hell, let us keep military drill out of the public schools."

The Significance of the Chicago Conference.

The National Conference on Peace, held at Chicago during the closing days of February under the auspices of the Emergency Peace Federation and presided over by Miss Jane Addams, of Hull House, as chairman, and the director of the Central-West Department of the American Peace Society as secretary, was significant not only in that it was the first nation-wide gathering of American pacifists held since the beginning of the European war, but especially because it enlisted the co-operation of a number of bodies that have never before co-operated with the organized peace movement. The Socialists, the Trade Unionists, the Fraternal Orders, a number of leading business men's organizations and educational institutions, members of the established peace societies, judges of the bench, editors, and clergymen—all co-operated in a common effort to speak the American mind in this crisis. The earnestness with which the various bodies declared their willingness henceforth to cease their individualistic attitude and, whatever might